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Original Research Paper

Study Habits & Learning Difficulties of Hearing Impaired Students

Education

KEYWORDS : hearing impaired, study habits, learning difficulties.

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ABSTRACT

Children with special needs are also the part of our society and resource of our nation. Many disabled persons are also example of excellence in the World. So there is a need to provide special attention, care, and education. Keeping this point of view the present study was conducted to find out the Study Habits and Learning Difficulties of Hearing Impaired children. Normative Survey method was used and random sampling technique was employed for the study. Study Habits and Learning Difficulties questionnaires were used as tools to collect data from the sample of 94 hearing impaired high school students. The findings of the study reveal that there is no significant difference in study habits based on gender and type of management of hearing impaired students. The female hearing impaired children have better study habits compared with male counter parts. The study habits of private hearing impaired students are better than government aided hearing impaired students. The study also reveals that no significant difference exists in the learning difficulties of hearing impaired students based on gender and also based on type of management. Learning difficulties of male hearing impaired students are found to be more than female students. Comparing the learning difficulties of government aided & private school, it is found that private hearing impaired students learning difficulties is little more, than that of government aided students.

Introduction:

Children with special needs are also the part of our society and resource of our nation. Many disabled persons are also example of excellence in the World. So there is a need to provide special attention, care, educate and to do research in this field. Keeping this point of view the present study was conducted to find out the Study Habits and Learning Difficulties of Hearing Impaired children.

Hearing impaired refers to a profound hearing loss of 90 decibels or greater. Hard of hearing refers to those students who have some residual hearing. Hearing loss may be conductive when there is a disruption of the transmission of sound through the outer and/or middle ear or sensor neural, which is due to sensory or nerve damage in the inner ear, auditory nerve, or auditory cortex of the brain. When the deafness is congenital (occurring before or at birth) or pre-lingual i.e., before the age of about three when spoken language is normally acquired, the student will have significant communication impairments resulting from having a restricted exposure to language and social frame of reference when learning to speak, write, or lip-read. Class work may suffer if a child with hearing loss is expending extra energy trying to listen to the teacher, take notes. The hearing problems of children often go undetected because many believe that their problems in school are caused by a lack of concentration or attention.

School is the primary centre which plays a pivotal role in the hearing impaired children's life. School has an immense value in equipping hearing impaired children with academic and vocational skills to secure livelihood. Education being imparted to these children must also contribute to their cognitive, social, emotional growth and personality development.

Above all there are certain problems prevailing in the educational system of the hearing impaired children. These problems may lead to the inadequate and insufficient acquisition of education.

Study Habits – Definition:

Study habits refer to a set of behaviors related to how students organize their time & space to promote systematic study behavior.

Study habits means that the study must be able to organize, classify & arrange facts in their proper relationship to the subject being studied. Study habits basically consist of effective methods of study (Soreroson, 1954) & also include studies habits of concentration, note – making, time budgeting & study methods. In the academic field study habits are of particular theoretical & practical importance.

Learning difficulty – definition:

'Learning Difficulty' is defined as the problems faced by the individuals in reading & learning the concepts, comprehension, dealing with classroom environment, acquisition of inter – personal skills & memory retention.

Review of related literature:

Rekha Yadav (2015) studied the self concept, study habits & academic achievement of high school students. The aim of the study was to compare the self- concept & study habits of government & public school students & to find out the difficulties in the academic achievement of high school students. Descriptive survey method was applied for the study. The sample consisted of 150 students of which 80 were of government & 70 of public schools from Mohindergarh district of Haryana state. Self – concept questionnaire & Study Habits Inventory were used as the tools to collect the data from the analysis, it is revealed that there is significant different in the self – concept, study habit & academic achievement of high school students and also found that government school students have better study habits than public school students.

Sheeja.T.V and P.K.Aruna (2014) conducted a study on Learning Difficulties in Malayalam and Mathematics of Standard VI Learning Disabled Students in Kerala. The Study was conducted to find out whether there exists significant difference in the mean scores of Intelligence, Basic Writing and Reading Skills in Malayalam, Basic Mathematics Operation Skills and Learning difficulties between Learning Disabled boys and girl students were taken for the study. Survey method was adopted. 600 students were drawn from districts of Kerala, by using stratified random sampling method. In this study, the findings show that difficulties among 6th grade students in their Reading, Writing of Girls and boys are almost equal. But difficulties in

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Mathematics Operational Skills are found to be more among Girls.

Samir Kumar Lenka (2012) aimed to study the Academic Anxiety of Special Needs' children in special reference to Hearing Impaired and Learning Disabled. The study was conducted on 60 special needs children comprised of 30 Hearing Impaired and 30 Learning Disabled children. The main findings of the study revealed that in all aspects of the groups i.e. Hearing Impaired and Learning Disabled children have no significant differences in the level of Academic Anxiety and also the study shows that gender has no role to develop the Academic Anxiety among Hearing Impaired and Learning Disabled children.

Need and significance of the study:
In the present days, the study habits are important factor in the student's academic achievement and personal improvement. If good study habits are inculcated, nurtured and promoted among young age of a child, they will go a long way in removing a number of hurdles on the way to the development of good and cultured citizens. If the habits like reading, writing and study skills begin even from elementary stage the students automatically possess good scholastic success in school and college levels. Study habits and skills are particularly important for students, who need to include time management, note making, Internet skill and assigning a high priority to study.

Students will sometimes encounter problems related to their studies, relationships or lives in general. If an issue is not addressed, they may become distressed and withdrawn and fall behind in their work. Some students lack the confidence to ask for help, so they may need to provide encouragement and opportunity to do so. When a student is at risk they need to seek assistance promptly. Many students are uncertain of the consequences of revealing their difficulty or may lack the confidence to discuss to a teacher which will hinder their learning. Children with special needs are also the part of our society and resources of our nation. So there is a need to provide special attention, care, educate and to do research in this field. Keeping this point of view the present study was undertaken to find out the Study Habits and Learning Difficulties of Hearing Impaired children.

Objectives of the study:
To find out the study habits among hearing impaired students with respect to gender and type of management.

To analyse the learning difficulties among hearing impaired students with respect to gender and type of management.

Hypotheses of the study:
There is no significant difference in study habits among hearing impaired students with respect to

Gender.

Type of management.

There is no significant difference in learning difficulties among hearing impaired students with respect to

Gender.

Type of management.

Method of Study:
Survey method was employed to collect, describe and interpret study habits & learning difficulties of hearing impaired students. The investigator gathers data from 94 hearing impaired students studying in high school in two districts of Tamilnadu.

Tool used:
To assess the study habits and learning difficulties of hearing impaired high school students, study habits and learning difficulties Questionnaire has been used. The study habits and learning difficulties Questionnaires were developed and standardized by the investigator under the guidance of Research supervisor.

Description of the tool:
The study habits Questionnaire is of 41 statements based on 6 dimensions. Viz., Learning stress, Role of teachers, Memory retention, Parental support services, Computer technology and Peer group influence. Learning difficulty Questionnaire consists of 45 statements based on 5 dimensions. Viz., Memorizing capacity, Test anxiety, Difficulty in managing time, Reading/writing skill and Classroom environment / situation.

Questionnaire is a rating scale with 4 alternatives i.e., always, often, sometimes, never.

Reliability and Validity of the tools:
The reliability of the tool was calculated using Spearman Brown's formula for split half method. The reliability of the study habits tool was found to be 0.876 that reveals that tool is highly reliable. The index of validity, which is the square root of reliability, was found to be 0.93 this shows that the tool is highly valid.

The reliability of the learning difficulty tool was computed using split – half method. The reliability of the tool was found to be 0.756. The index of validity, which is the square root of reliability, was found to be 0.86 which shows that the tool is highly valid.

Sample of the study:
Sample for the present study is 94 hearing impaired high school Students studying in Hearing Impaired schools of Government aided and Private Schools in Two districts of Tamilnadu were randomly selected for the study.

Statistical techniques used:
Mean, standard deviation and t-test have been computed to test the hypotheses.

Hypothesis -1
There is no significant difference in the study habits of hearing impaired students with respect to gender.

Table - 1
Comparison of Mean scores of study habits based on Gender

Gender	N	Mean	SD	't' Value	Level of Significance
Female	46	105.68	21.01	0.77	NS
Male	48	102.44	19.76		

The calculated t- value (0.77) is lesser than the table value hence it is concluded that, there is no significant difference in the study habits of hearing impaired students based on gender. Hence the null hypothesis is accepted. The mean value reveals that female hearing impaired students have better study habits than male counter parts.

Hypothesis -2
There is no significant difference in study habits among hearing impaired students with respect to type of management.

Table - 2
Comparison of Mean scores of study habits based on type of management

Type of management	N	Mean	SD	't' Value	Level of Significance
Government aided	56	103.34	21.47	0.094	NS
Private	38	105.06	19.50		

Since calculated t-value is lesser than the table value it is clear that, there is no significant difference in the study habits of hearing impaired students with respect to type of management. Hence the null hypothesis is accepted.

Hence it is concluded that there is no significance difference in study habits based on type of management of hearing impaired students. The mean value of study habits of private hearing impaired students is higher (105.06) than government aided hearing impaired students (103.34).

Hypothesis -3
There is no significant difference in the learning difficulties of hearing impaired students with respect to gender.

Table – 3
Comparison of Mean scores of learning difficulties based on Gender

Gender	N	Mean	SD	't' Value	Level of Significance
Female	46	108.64	22.08	0.96	NS
Male	48	113.12	23.02		

From the above table it is clear that calculated t- value is lesser than the table value hence it is concluded that there is no significant difference in the learning difficulties among hearing impaired students based on gender. Hence the null hypothesis is accepted.

Hence it is concluded that there is no significant difference in the learning difficulties of male & female hearing impaired students. Learning difficulties of male hearing impaired students are found to be more than female students.

Hypothesis -4
There is no significant difference in the learning difficulties of hearing impaired students with respect to type of management.

Table - 4
Comparison of Mean scores of learning difficulties based on type of management

Type of management	N	Mean	SD	' t ' Value	Level of Significance
Government aided	56	110.24	20.26	0.35	NS
Private	38	111.92	24.85		

Since t- value is lesser than the table value it is clear that, there is no significant difference in learning difficulties among hearing impaired students with respected to type of management. Hence the null hypothesis is accepted.

Hence it is concluded that there is no significant difference in the learning difficulties of hearing impaired students with regard to type of management. Comparing the mean values of learning difficulties of government aided & private school, it is found that private hearing impaired students learning difficulties is little more than that of students studying in government aided.

Major findings:
The study reveals that there is no significant difference in the study habits based on gender and type of management of hearing impaired students. The study also reveals that there is no significant difference in the learning difficulties with respect to gender and type of management.

The female hearing impaired children have better study habits compared with male counter parts. The study habits of hearing impaired students studying in private schools are better than students in government aided schools. Learning difficulties of male hearing impaired students are found to be more than female students. Comparing the learning difficulties of government aided & private school students , it is found that learning difficulties of hearing impaired students studying in private school is little more than that of students in government aided schools.

Educational Implications:
School and teacher play an important role in the students learning. The teachers must identify the various difficulties in the students learning. According to the difficulty level, teacher gives proper guidance to overcome their learning difficulties and enhance their self-confidence and self-esteem.

The hearing impaired school authorities, administrators, curriculum planners and policy makers of special education should organize the various development programmes, workshops and skill oriented activities to inculcate good study habits to improve learning capacity of hearing impaired students. So that Children with special needs are also the important Human Resources and become the part of our society and contribute for the development of our nation.

Conclusion:
Hearing impaired students academic level must be given specific consideration, particularly if it is below expectations for standard grade – level achievement. Parent and teachers should look at areas that will assist the child to develop skills for independence in adult life. Teachers play a very important role in helping students with appropriate study skills leading them towards learning as well as preparing for examinations. Class teachers of hearing impaired students regularly interact with other personnel connected with the student. Teacher has to take into consideration specific features of subject, which involve high abstraction of the concepts, generalizing, proving & provide with the opportunity to discuss their learning support needs. Developing basic communication skills will make the interaction easier.

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